



# ARCC

Accountability Reporting for  
the Community Colleges

2011 Report

Presentation to the  
WVMCCD Board of Trustees  
April 5, 2011





# ARCC (Accountability Reporting for the Community Colleges)

- Annual statewide report providing system-wide analysis of core descriptive and performance indicators
- Includes both system and college level outcomes
- The report is used for information and understanding; it is **not** tied to any funding at the system or college level

# Origins of ARCC

- Initiated by 2004 Assembly Bill 1417
  - Required the System Office to develop an accountability model as a follow-up to the Partnership For Excellence (PFE) report
- Designed through a collaborative process with statewide leaders
  - Included panels of faculty, researchers, and Board of Trustees members from across the state

# About the Report

- Pilot Report first released in 2007
  - Subsequent reports have included modifications to improve accuracy and usability
- College ARCC data comes from data already submitted by districts to the state
- Additional data are used for some metrics from sources such as the UC and CSU system



# About the Data

- Most metrics show 3 years of running data
- Data points may differ from report to report
  - Data review and “clean-up” projects occur at both the state and college level

# Using the Data

- Level of statistical significance is not provided by the state
  - There is no clear indication whether a given difference is meaningful
- Although state averages are provided, peer groups provide a more meaningful comparison
  - Regional, student, and college characteristics vary widely

# Peer Grouping

- For each core indicator, the System Office has derived 6 peer groups
- Regression analyses by indicator were performed to identify factors that are outside the control of the college
- Peer grouping is based on “clustering” of environmental factors that have linkage to (or association with) the indicator, to create groups of colleges that most closely resemble each other on this indicator

# How Peer Grouping Works: An Example

- For Instance:
  - Transfer Rates are affected by:
    - Level of Academic Preparedness of student body
    - Distance to nearest UC/CSU
    - Income levels of areas you serve
    - Percentage of older students you serve
  - Possible Peer Groups for Transfer Rate Indicator:
    - Highly prepared, younger students served, high income area, <15 miles to CSU/UC
    - Average preparedness, younger students served, lower income areas, close to transfer institutions
    - Not highly prepared, large % older, low income areas, >100 miles to nearest CSU/UC

# Peer Grouping: Key Points

- Colleges are grouped into different peer groups for **each** indicator
  - There is no single overall peer group for a college
  - Peer group names are arbitrarily assigned and do not represent rankings
- Peer groupings have historically changed from year to year with each new report
  - This has made comparisons across time difficult, as the other colleges within a peer group may differ
  - Peer groups will remain more stable in future years

# Reporting Framework

- Two levels:
  - System (Statewide)
  - College
    - Trend
    - Comparison
- Four categories:
  - Student Progress and Achievement: Degree/Certificate/Transfer
  - Student Progress and Achievement: Vocational/Occupational/Workforce Development
  - Pre-Collegiate Improvement – Basic Skills and ESL
  - Participation Rates

# Noteworthy System-level Findings for 09-10

- 84 out of every 1,000 adults in California enrolled in a California Community College (CCC)
- CCC system enrolls almost one-fourth of all 20 to 24 year olds in California

# System-level Findings continued

- CCC system transferred nearly 93,000 students to four-year institutions
  - 38,000 to CSU and 15,000 to UC
- Community college students who earned a vocational degree or certificate saw wages jump by almost 100%, from an average of \$28,238 to \$56,397 three years after earning their degree



# College-level Indicators

- Individual colleges are not ranked, either as a whole or based on individual indicators
- Self-assessment is encouraged through examination of individual college history
- Peer grouping analysis is provided as a secondary level of evaluation



West Valley  
College  
ARCC 2011

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# West Valley College: Demographics

## WVC Gender

|         |       |
|---------|-------|
| Male    | 43.5% |
| Female  | 54.7% |
| Unknown | 1.8%  |

## SJ Metro Area Gender

|        |       |
|--------|-------|
| Male   | 51.1% |
| Female | 48.9% |

# West Valley College: Demographics

## WVC Age

|            |       |
|------------|-------|
| 19 or less | 22.3% |
| 20 – 24    | 24.3% |
| 25 – 49    | 31.8% |
| Over 49    | 21.3% |
| Unknown    | 0.3%  |

## SJ Metro Area Age

|            |       |
|------------|-------|
| 19 or less | 27.1% |
| 20 - 24    | 6.2%  |
| 25 – 34    | 15.5% |
| 35 – 44    | 15.9% |
| 45 – 54    | 14.6% |
| Over 54    | 20.7% |

# West Valley College: Demographics

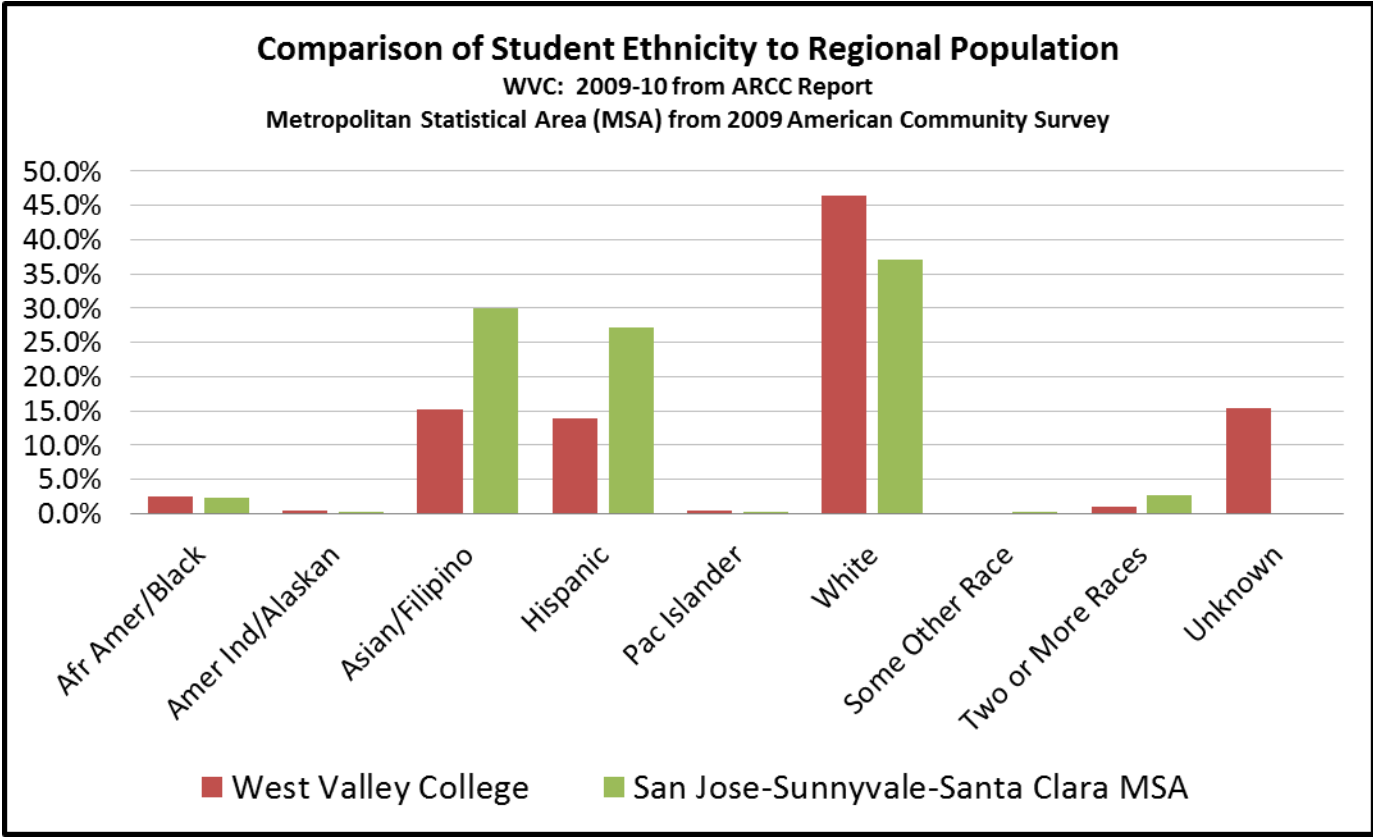
## WVC Ethnicity


|  |       |
|--|-------|
| White non-Hispanic                         | 46.4% |
| Hispanic                                   | 14.0% |
| African American                           | 2.6%  |
| American Indian and Alaskan Native         | 0.5%  |
| Asian and Filipino                         | 15.2% |
| Native Hawaiian and other Pacific Islander | 0.5%  |
| Two or more races                          | 1.0%  |
| Unknown/Non-Respondent                     | 19.7% |

## SJ Metro Area Ethnicity

|  |       |
|--|-------|
| White non-Hispanic                         | 37.1% |
| Hispanic                                   | 27.1% |
| African American                           | 2.3%  |
| American Indian and Alaskan Native         | 0.2%  |
| Asian (includes Filipino)                  | 30.0% |
| Native Hawaiian and other Pacific Islander | 0.3%  |
| Some other race                            | 0.3%  |
| Two or more races                          | 2.7%  |

# West Valley College: Comparison to Region



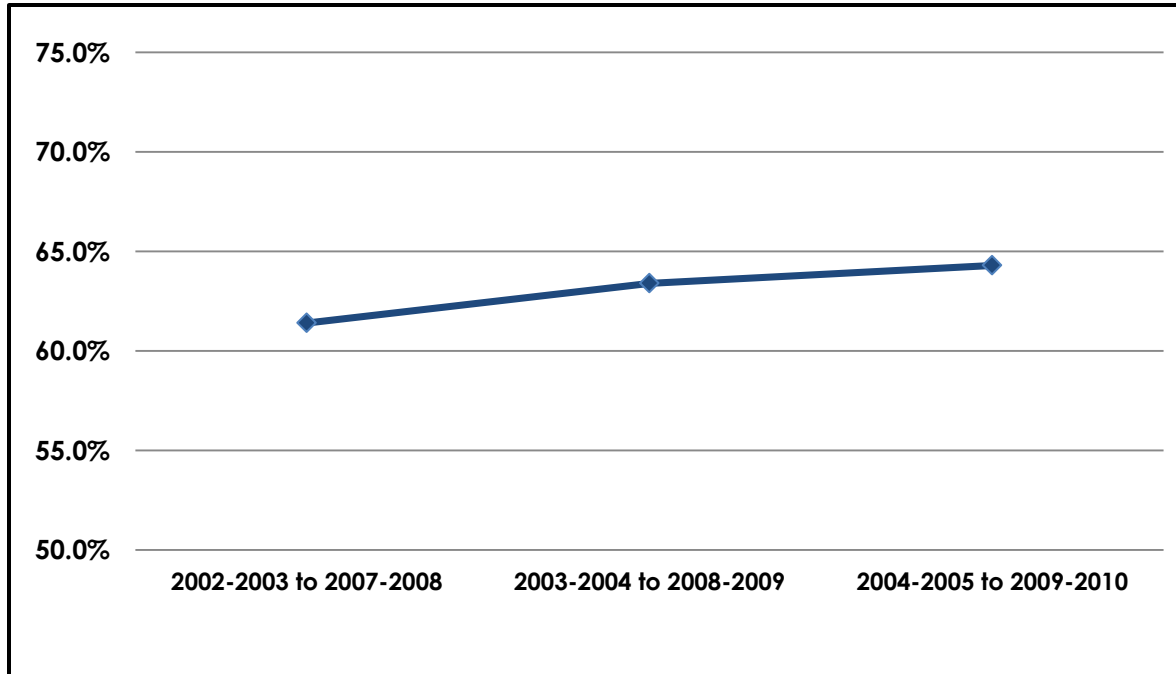



# West Valley College: Demographic Observations

- Population of students under 25 has increased 3.4% in the past 3 years
- 2.5% decrease in students enrolled full-time
- Over the last three years, 5% more students enrolled in daytime classes than evening and weekend
- Consistent with national college enrollment trend, more female students than male

# Indicator: Student Progress

| West Valley College                   | 2002-2003 to 2007-2008 | 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | Peer Group Average | Peer Group Low | Peer Group High | State Average |
|---------------------------------------|------------------------|------------------------|------------------------|--------------------|----------------|-----------------|---------------|
| Student Progress and Achievement Rate | 61.4%                  | 63.4%                  | <b>64.3%</b>           | 56.8%              | 44.3%          | 66.1%           | 53.6%         |



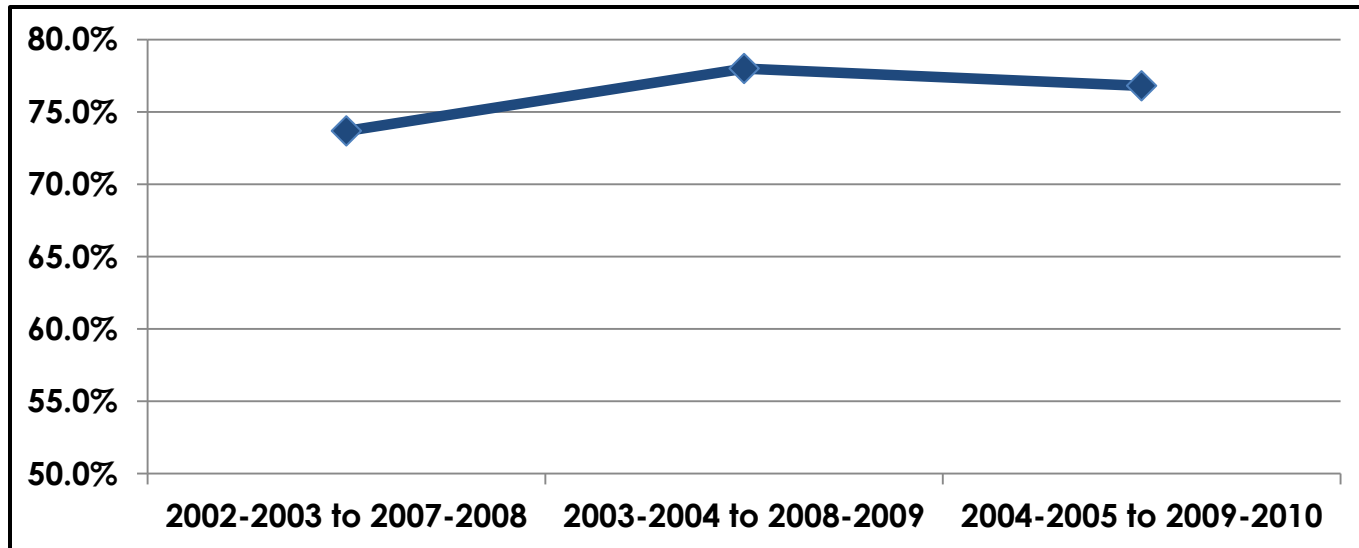


## West Valley College Self Assessment and Response: Student Progress and Achievement

- Has increased each of the last 3 years
- Significantly higher than both peer group and state averages

# Indicator: Earned 30+ Units

| West Valley College                              | 2002-2003 to 2007-2008 | 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | Peer Group Average | Peer Group Low | Peer Group High | State Average |
|--|------------------------|------------------------|------------------------|--------------------|----------------|-----------------|---------------|
| Percent of Students Who Earned at Least 30 Units | 73.7%                  | 78.0%                  | <b>76.8%</b>           | 74.8%              | 70.4%          | 80.5%           | 72.8%         |



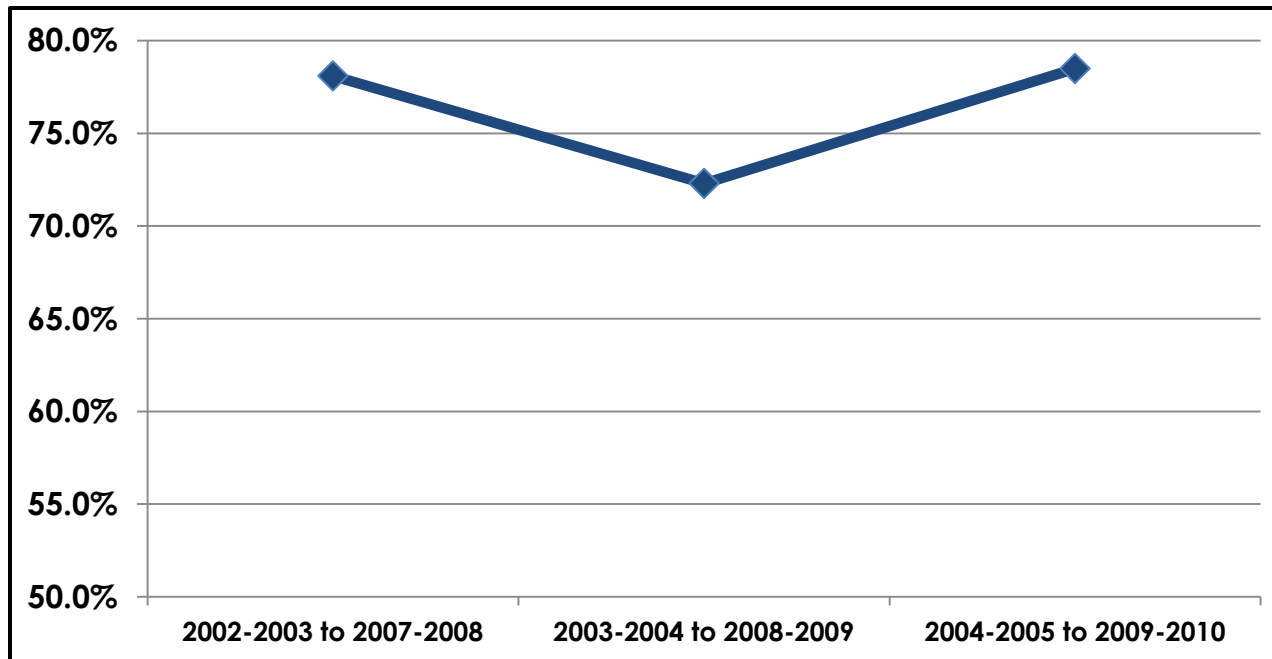


West Valley College  
Self Assessment and Response:  
Students Earning 30+ Units

- Consistently strong performance
- Above both peer group and state averages

# Indicator: Persistence

| West Valley College | 2002-2003 to 2007-2008 | 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | Peer Group Average | Peer Group Low | Peer Group High | State Average |
|---------------------|------------------------|------------------------|------------------------|--------------------|----------------|-----------------|---------------|
| Persistence Rate    | 78.1%                  | 72.3%                  | <b>78.5%</b>           | 73.1%              | 59.6%          | 80.1%           | 67.6%         |



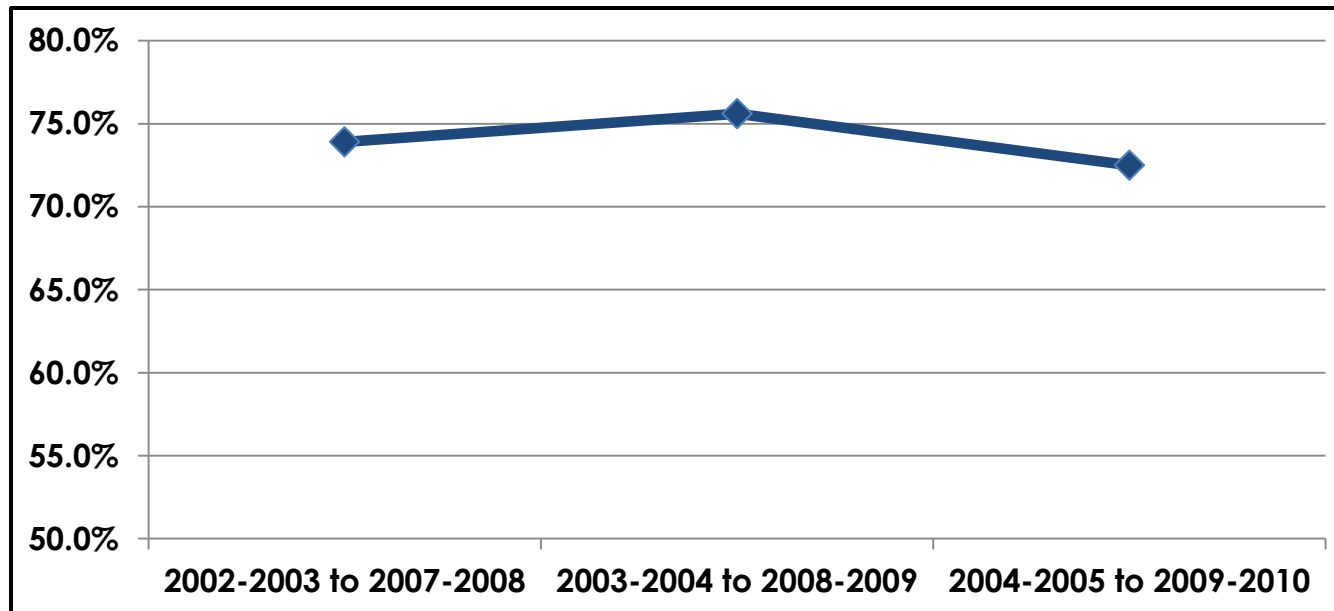


## West Valley College Self Assessment and Response: Persistence

- Significantly higher than both peer group and state averages
- Dip last year, rebound

# Indicator: Vocational Course Completion

| West Valley College  | 2002-2003 to 2007-2008 | 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | Peer Group Average | Peer Group Low | Peer Group High | State Average |
|--|------------------------|------------------------|------------------------|--------------------|----------------|-----------------|---------------|
| Annual Successful Course Completion Rate for Credit Vocational Courses | 73.9%                  | 75.6%                  | <b>72.5%</b>           | 73.8%              | 59.7%          | 89.8%           | 77.0%         |



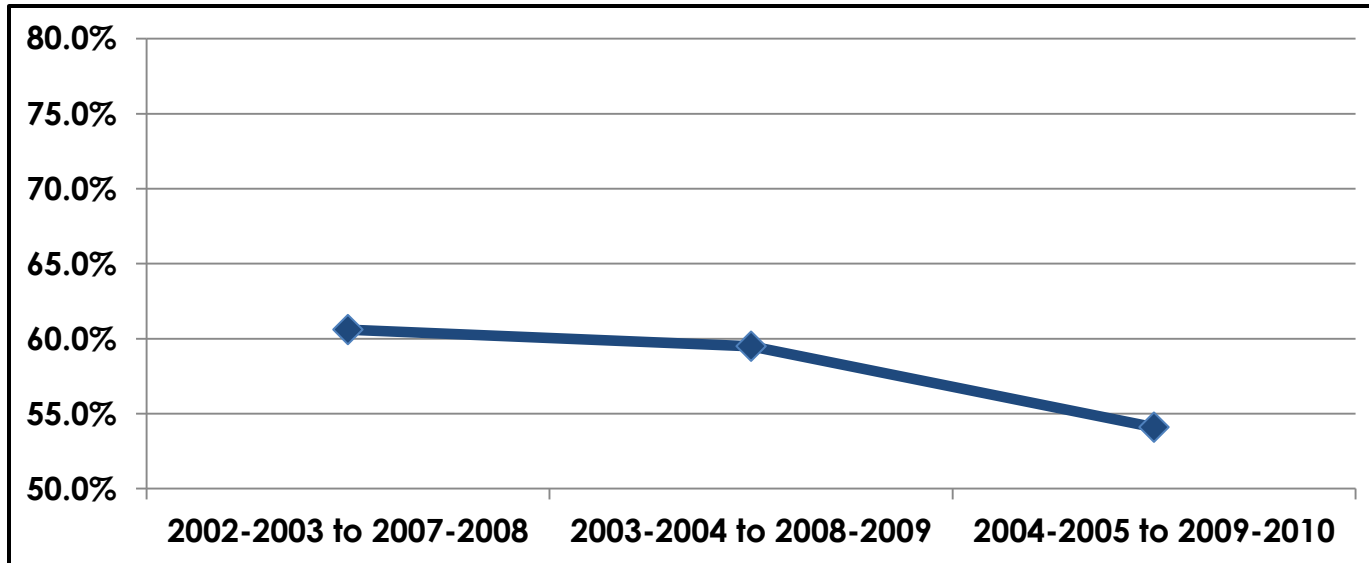


## West Valley College Self Assessment and Response: Vocational Course Completion

- Vocational course completion consistent at ~75% over the 3 years, slightly lower than peer group and state
  - Possibly labor market fluctuations
  - Questions: Are basic skills students enrolled in vocational courses? Are WVC vocational programs/courses more rigorous than those at other community colleges?

# Indicator: Basic Skills Course Completion

| West Valley College  | 2002-2003 to 2007-2008 | 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | Peer Group Average | Peer Group Low | Peer Group High | State Average |
|--|------------------------|------------------------|------------------------|--------------------|----------------|-----------------|---------------|
| Annual Successful Course Completion Rate for Credit Basic Skills Courses | 60.6%                  | 59.5%                  | <b>54.1%</b>           | 63.0%              | 49.6%          | 72.8%           | 61.4%         |



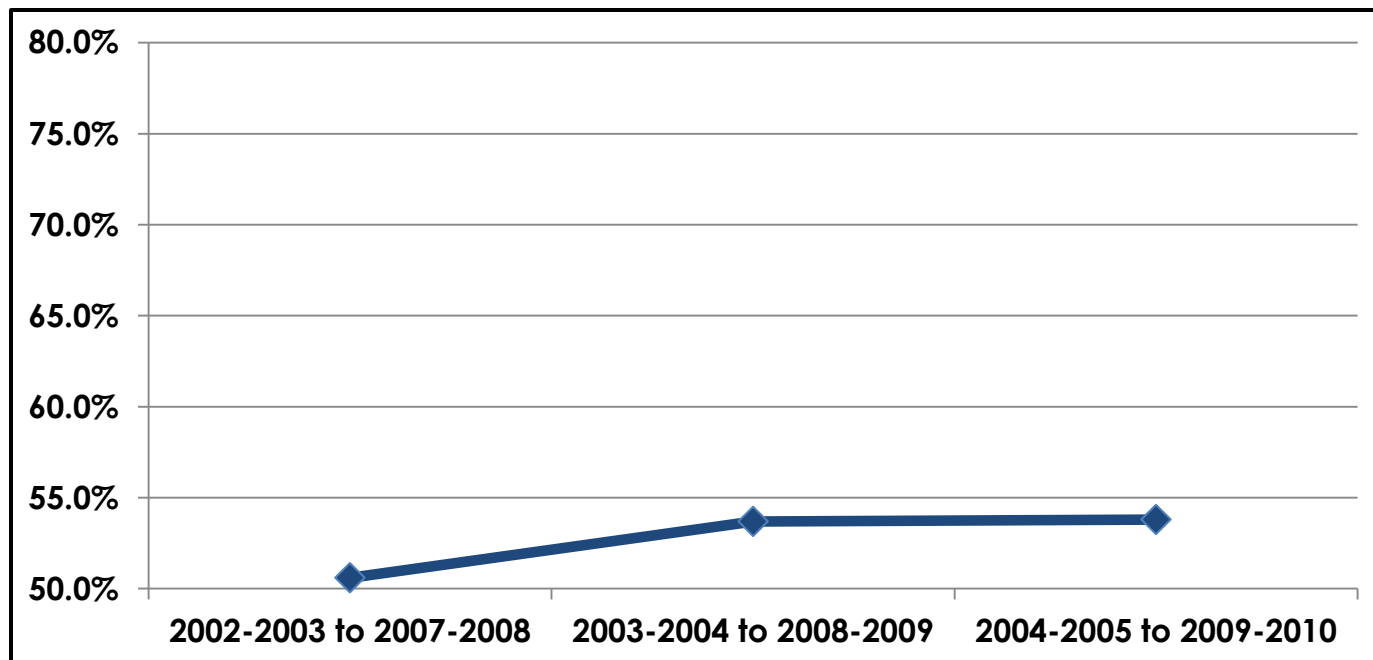


## West Valley College Self Assessment and Response Basic Skills Course Completion

- Declining over three years, esp. the last year
- Lower than state or peer group averages
- Basic Skills Advisory Committee drill-down study on basic skills success
  - Identified issue – low completion rate in co-requisite labs
  - English department looking at options

# Indicator: ESL Improvement

| West Valley College                     | 2002-2003 to 2007-2008 | 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | Peer Group Average | Peer Group Low | Peer Group High | State Average |
|---|------------------------|------------------------|------------------------|--------------------|----------------|-----------------|---------------|
| Improvement Rate for Credit ESL Courses | 50.6%                  | 53.7%                  | <b>53.8%</b>           | 43.0%              | 0.0%           | 67.2%           | 58.6%         |



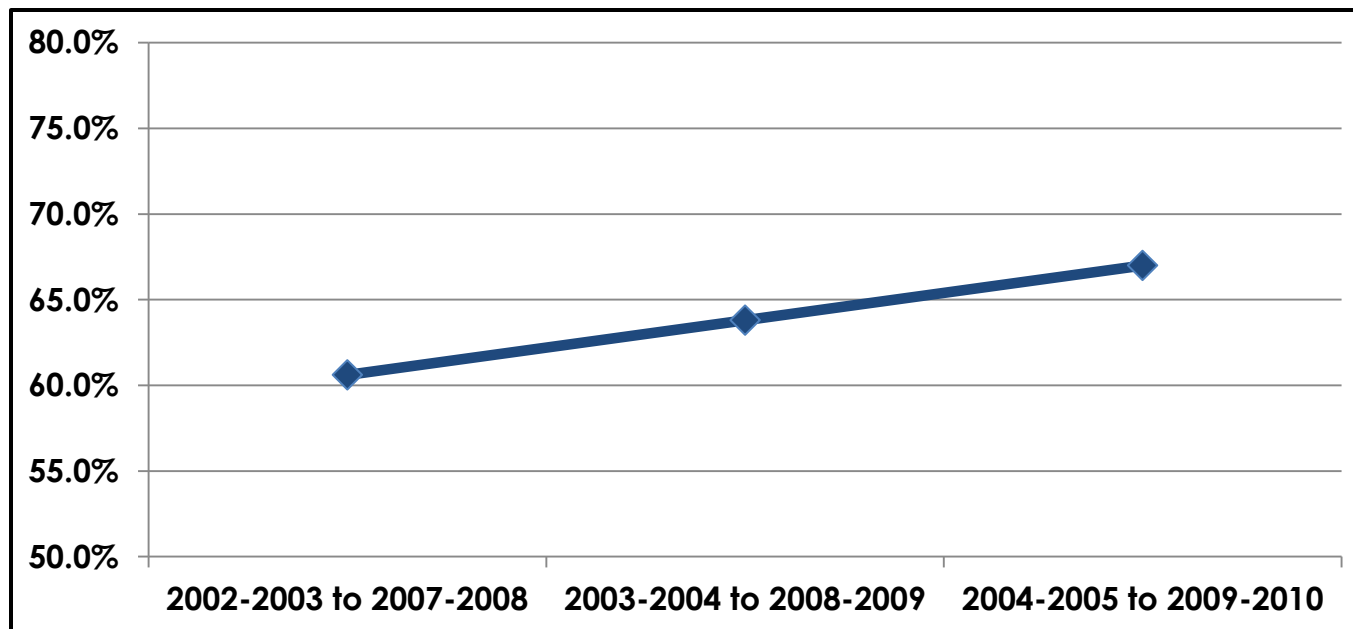


# West Valley College Self Assessment and Response: ESL Improvement

- Slow increase
- Higher than peer group, lower than state

# Indicator: Basic Skills Improvement

| West Valley College                              | 2002-2003 to 2007-2008 | 2003-2004 to 2008-2009 | 2004-2005 to 2009-2010 | Peer Group Average | Peer Group Low | Peer Group High | State Average |
|--|------------------------|------------------------|------------------------|--------------------|----------------|-----------------|---------------|
| Improvement Rate for Credit Basic Skills Courses | 60.6%                  | 63.8%                  | <b>67.0%</b>           | 57.3%              | 42.5%          | 67.0%           | 54.6%         |





## West Valley College Self Assessment and Response: Basic Skills Improvement

- Year-by-year increase
- Higher than peer group or state



# West Valley College Summary Observations

- Outcomes higher than peer group on 5/7 measures
- Increasing focus on student equity
  - Formed SEAS: Student Equity and Success
  - Goals include disaggregating PR data by ethnicity and gender
- Overall: satisfied with WVC performance on the ARCC, but continue to work to evaluate and improve our programs, always with the goal of improving student learning.



Mission College  
ARCC 2011

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# Mission College: Demographics

## MC Gender

|         |       |
|---------|-------|
| Male    | 41.5% |
| Female  | 56.0% |
| Unknown | 2.5%  |

## SJ Metro Area Gender

|        |       |
|--------|-------|
| Male   | 51.1% |
| Female | 48.9% |

# Mission College: Demographics

## MC Age

|            |       |
|------------|-------|
| 19 or less | 14.7% |
| 20 – 24    | 22.7% |
| 25 – 49    | 46.2% |
| Over 49    | 16.2% |
| Unknown    | 0.2%  |

## SJ Metro Area Age

|            |       |
|------------|-------|
| 19 or less | 27.1% |
| 20 - 24    | 6.2%  |
| 25 – 34    | 15.5% |
| 35 – 44    | 15.9% |
| 45 – 54    | 14.6% |
| Over 54    | 20.7% |

# Mission College: Demographics

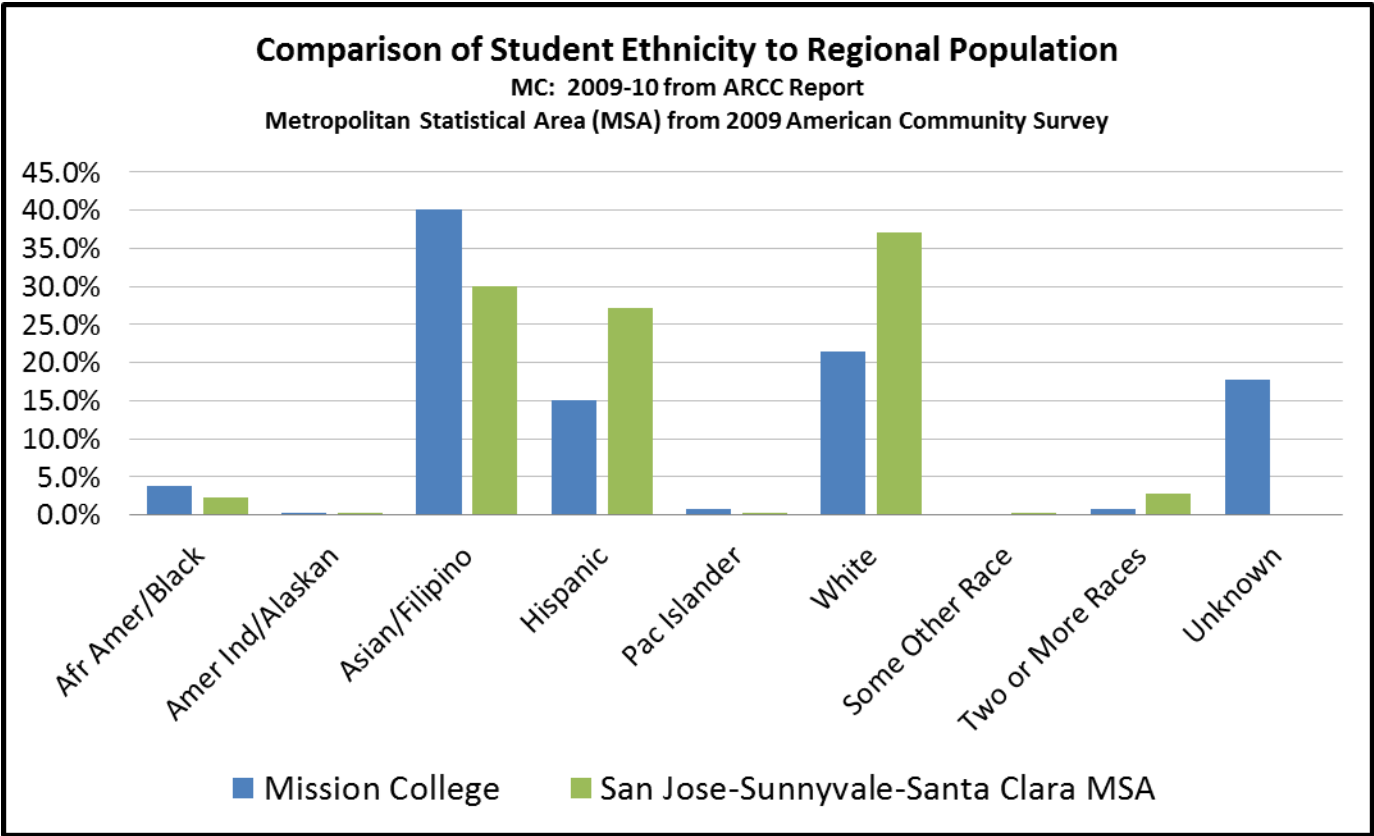
## MC Ethnicity

|  |       |
|--|-------|
| White non-Hispanic                         | 21.4% |
| Hispanic                                   | 15.1% |
| African American                           | 3.8%  |
| American Indian and Alaskan Native         | 0.3%  |
| Asian and Filipino                         | 40.1% |
| Native Hawaiian and other Pacific Islander | 0.8%  |
| Two or more races                          | 0.8%  |
| Unknown/Non-Respondent                     | 17.7% |

## SJ Metro Area Ethnicity

|  |       |
|--|-------|
| White non-Hispanic                         | 37.1% |
| Hispanic                                   | 27.1% |
| African American                           | 2.3%  |
| American Indian and Alaskan Native         | 0.2%  |
| Asian (includes Filipino)                  | 30.0% |
| Native Hawaiian and other Pacific Islander | 0.3%  |
| Some other race                            | 0.3%  |
| Two or more races                          | 2.7%  |

# Mission College: Comparison to Region



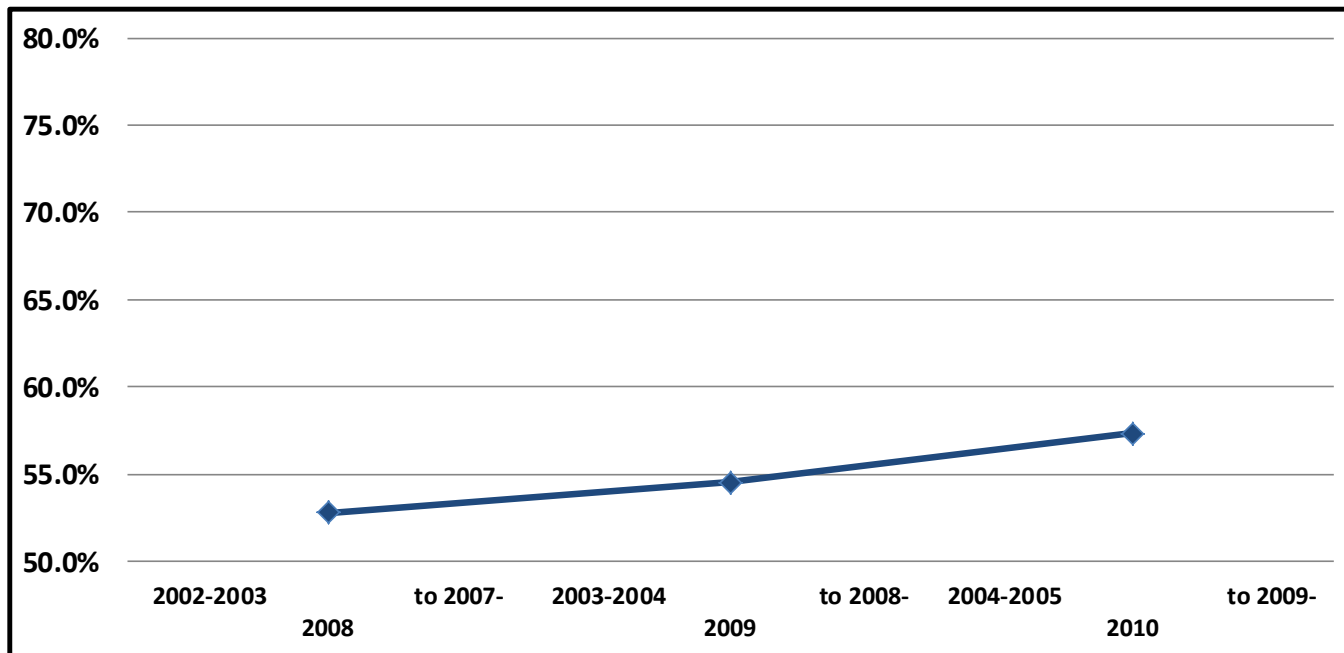
# Mission College

## Demographic Observations

- Shifting student demographics
  - Increasingly younger population (up 4.2% in 3 years)
  - Increasingly likely to take a full-time load (up 8% compared to 2 years ago)
  - Increasingly likely to take daytime classes
    - Daytime classes make up 62% of traditional enrollment compared to 33% in the evening
- Consistent with national college enrollment trend, more female students than male

# Indicator: Student Progress

| Mission College                          | 2002-2003<br>to 2007-2008 | 2003-2004<br>to 2008-2009 | 2004-2005<br>to 2009-2010 | Peer<br>Group<br>Average | Peer<br>Group<br>Low | Peer<br>Group<br>High | State<br>Average |
|--|---------------------------|---------------------------|---------------------------|--------------------------|----------------------|-----------------------|------------------|
| Student Progress and<br>Achievement Rate | 52.8%                     | 54.5%                     | <b>57.3%</b>              | 43.9%                    | 30.3%                | 57.3%                 | 53.6%            |



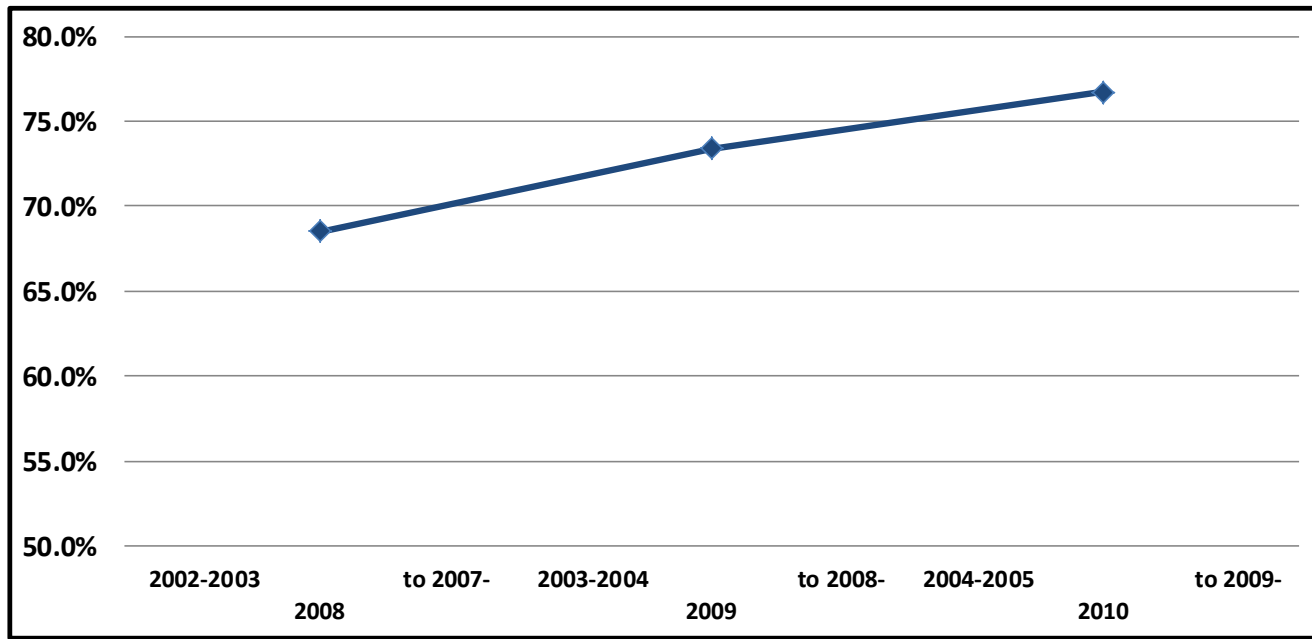


# Mission College Self Assessment Response

- Student Progress and Achievement Rate
  - Increase of 5% relative to two years ago
  - Represents the peer group high

# Indicator: Earned 30+ Units

| Mission College  | 2002-2003<br>to 2007-2008 | 2003-2004<br>to 2008-2009 | 2004-2005<br>to 2009-2010 | Peer<br>Group<br>Average | Peer<br>Group<br>Low | Peer<br>Group<br>High | State<br>Average |
|--|---------------------------|---------------------------|---------------------------|--------------------------|----------------------|-----------------------|------------------|
| Percent of Students<br>Who Earned at Least<br>30 Units | 68.5%                     | 73.4%                     | <b>76.7%</b>              | 70.2%                    | 57.8%                | 80.0%                 | 72.8%            |



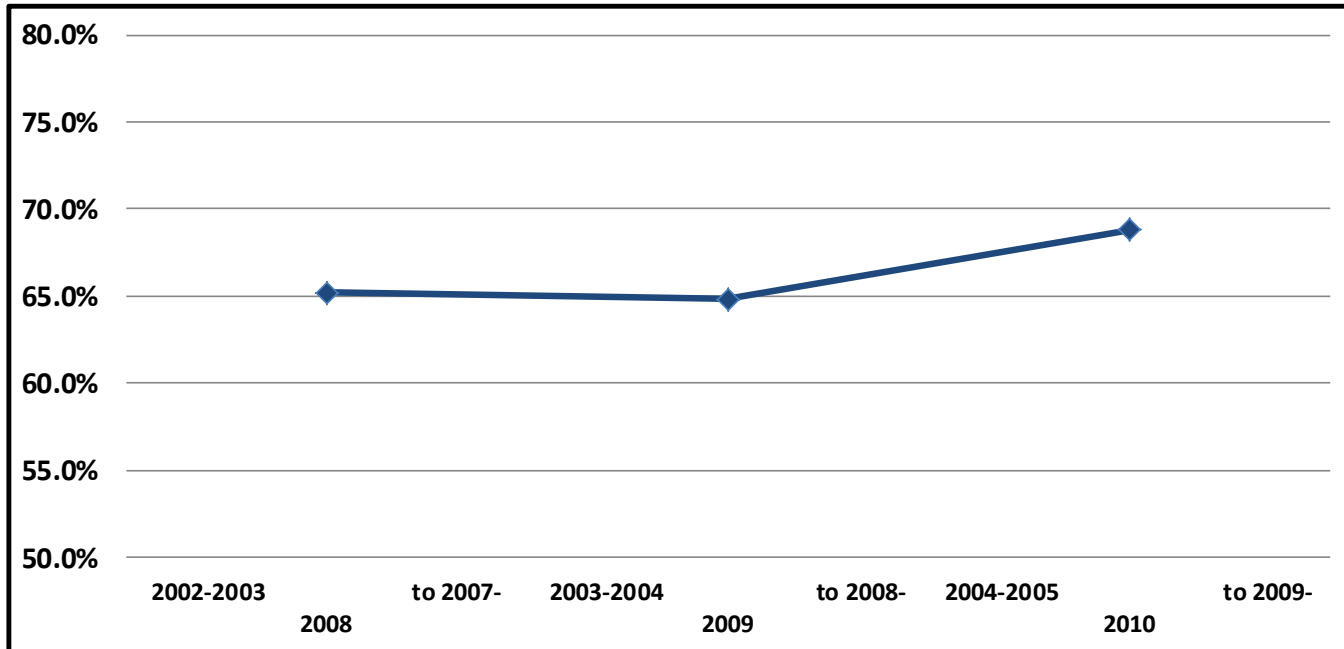


# Mission College Self Assessment Response

- Percent of Students Earning at Least 30 Units
  - Two-year increase of 9%
  - Close to peer group high

# Indicator: Persistence

| Mission College  | 2002-2003<br>to 2007-2008 | 2003-2004<br>to 2008-2009 | 2004-2005<br>to 2009-2010 | Peer<br>Group<br>Average | Peer<br>Group<br>Low | Peer<br>Group<br>High | State<br>Average |
|------------------|---------------------------|---------------------------|---------------------------|--------------------------|----------------------|-----------------------|------------------|
| Persistence Rate | 65.2%                     | 64.8%                     | <b>68.8%</b>              | 73.1%                    | 59.6%                | 80.1%                 | 67.6%            |



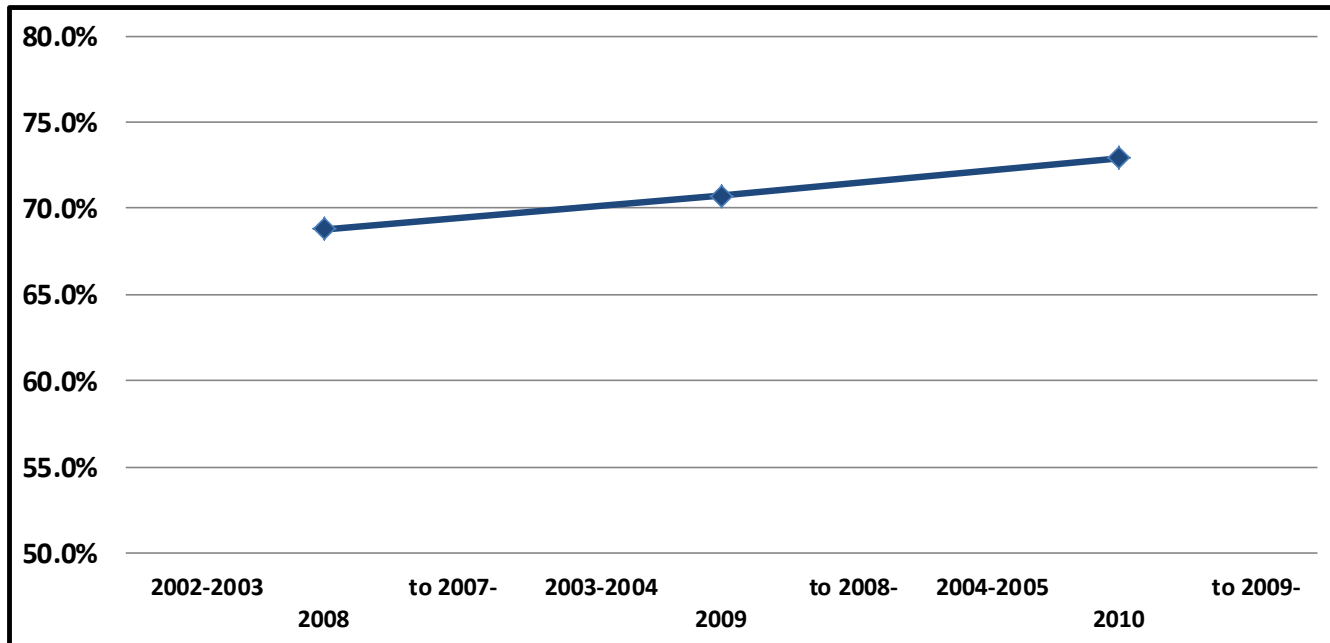


# Mission College Self Assessment Response

- Persistence Rate
  - Slight increase, but below peer group average
- A Primary Focus Area
  - Creation of Welcome Center
  - K-16 Bridge Programs
  - Summer Bridge Program for first-time students

# Indicator: Vocational Course Completion

| Mission College   | 2002-2003<br>to 2007-2008 | 2003-2004<br>to 2008-2009 | 2004-2005<br>to 2009-2010 | Peer<br>Group<br>Average | Peer<br>Group<br>Low | Peer<br>Group<br>High | State<br>Average |
|---|---------------------------|---------------------------|---------------------------|--------------------------|----------------------|-----------------------|------------------|
| Annual Successful<br>Course Completion<br>Rate for Credit<br>Vocational Courses | 68.8%                     | 70.7%                     | <b>72.9%</b>              | 73.8%                    | 59.7%                | 89.8%                 | 77.0%            |



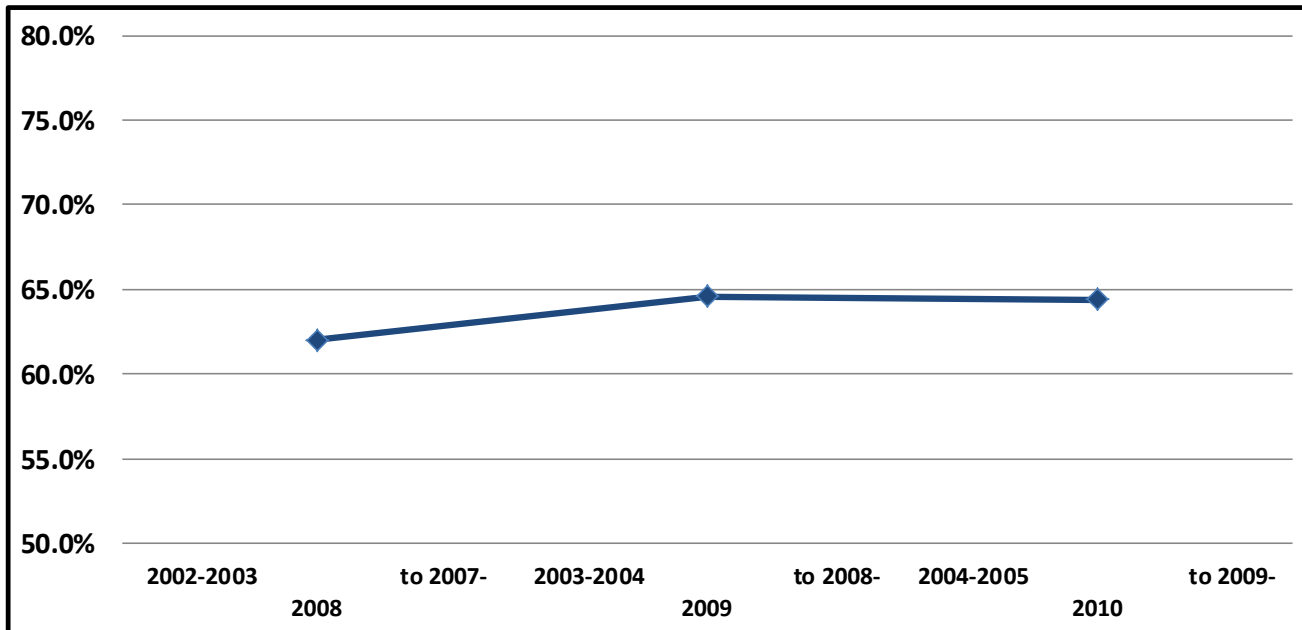


# Mission College Self Assessment Response

- Vocational Course Completion
  - Increasing, but just below peer group average
- An Area to Monitor
  - Reviewing opportunities that we offer
  - Combined pathways to provide vocational training that can also lead to transfer

# Indicator: Basic Skills Course Completion

| Mission College   | 2002-2003<br>to 2007-2008 | 2003-2004<br>to 2008-2009 | 2004-2005<br>to 2009-2010 | Peer<br>Group<br>Average | Peer<br>Group<br>Low | Peer<br>Group<br>High | State<br>Average |
|---|---------------------------|---------------------------|---------------------------|--------------------------|----------------------|-----------------------|------------------|
| Annual Successful<br>Course Completion<br>Rate for Credit Basic<br>Skills Courses | 62.0%                     | 64.6%                     | <b>64.4%</b>              | 63.0%                    | 49.6%                | 72.8%                 | 61.4%            |



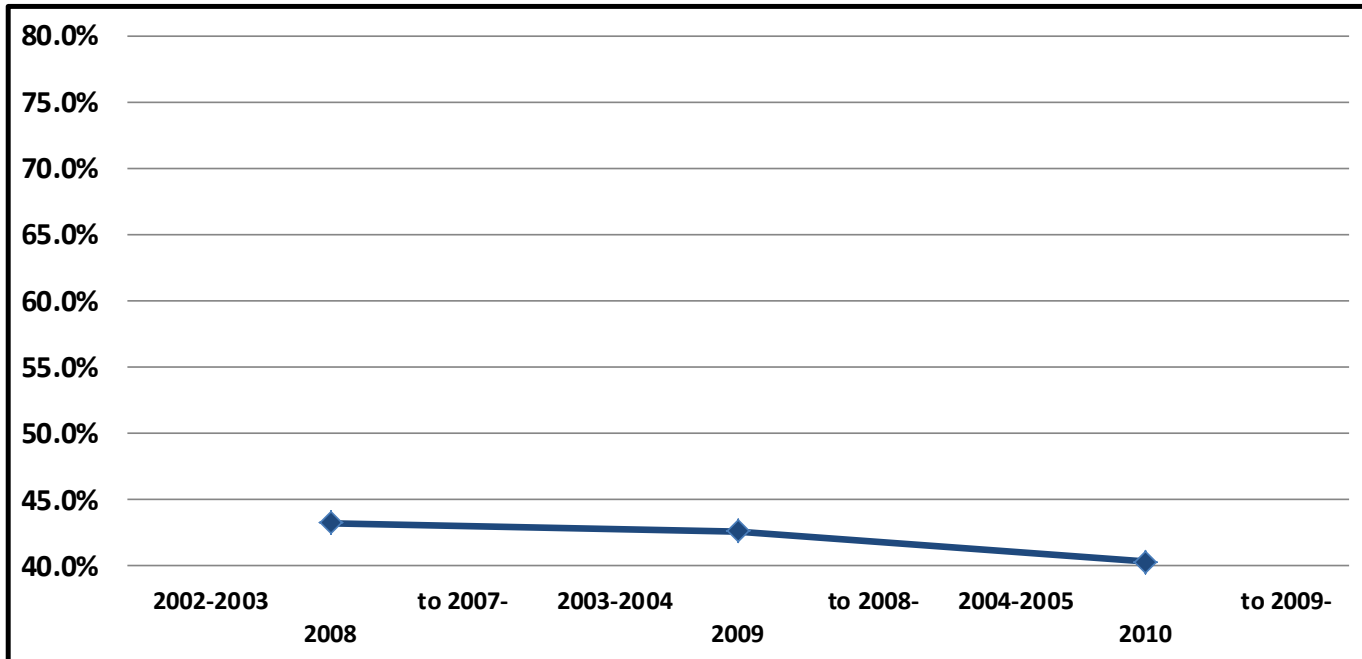


# Mission College Self Assessment Response

- Basic Skills Course Completion
  - Essentially steady and at peer group average
- An Area to Monitor
  - Initial course completion is important, but even more meaningful is improvement

# Indicator: ESL Improvement

| Mission College                            | 2002-2003<br>to 2007-2008 | 2003-2004<br>to 2008-2009 | 2004-2005<br>to 2009-2010 | Peer<br>Group<br>Average | Peer<br>Group<br>Low | Peer<br>Group<br>High | State<br>Average |
|--|---------------------------|---------------------------|---------------------------|--------------------------|----------------------|-----------------------|------------------|
| Improvement Rate for<br>Credit ESL Courses | 43.2%                     | 42.6%                     | <b>40.3%</b>              | 43.0%                    | 0.0%                 | 67.2%                 | 58.6%            |



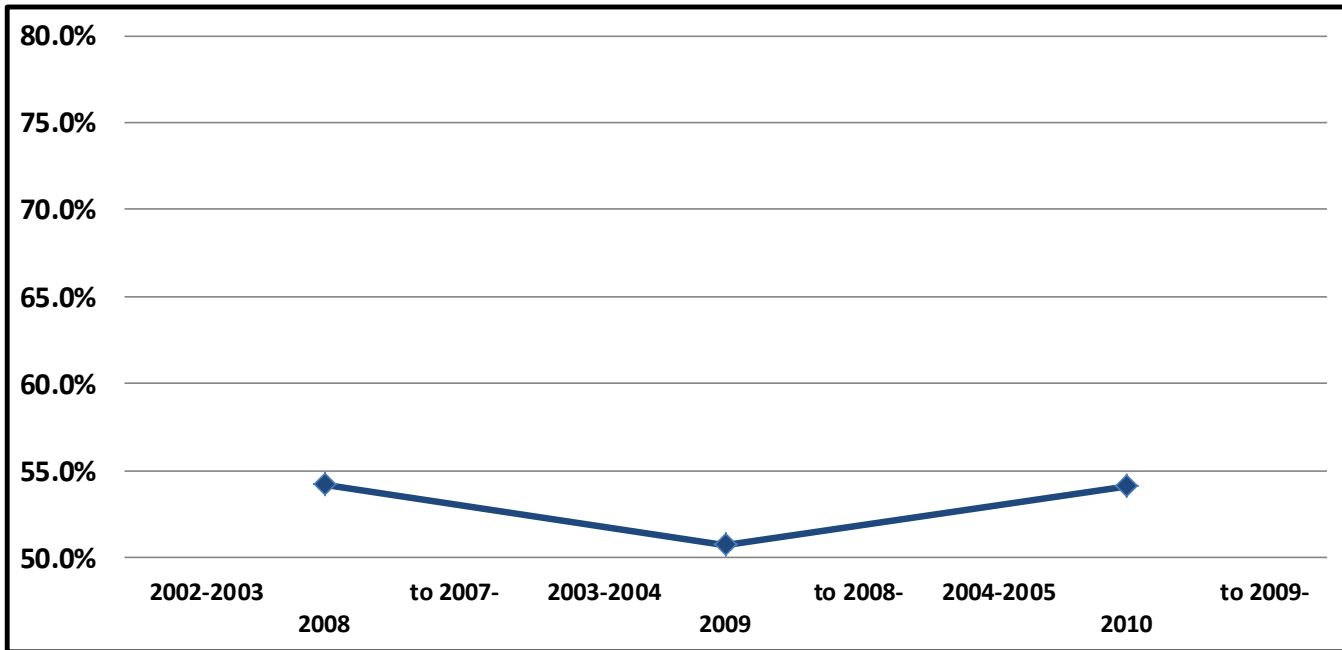


# Mission College Self Assessment Response

- Improvement Rate for Credit ESL Courses
  - Trend of decrease and below peer group average
- Primary Area of Focus
  - Improved assessment for placement
  - Review of curriculum
  - Cohort tracking
    - Characteristics of students at base entry courses

# Indicator: Basic Skills Improvement

| Mission College  | 2002-2003<br>to 2007-2008 | 2003-2004<br>to 2008-2009 | 2004-2005<br>to 2009-2010 | Peer<br>Group<br>Average | Peer<br>Group<br>Low | Peer<br>Group<br>High | State<br>Average |
|--|---------------------------|---------------------------|---------------------------|--------------------------|----------------------|-----------------------|------------------|
| Improvement Rate for<br>Credit Basic Skills<br>Courses | 54.2%                     | 50.7%                     | <b>54.1%</b>              | 57.3%                    | 42.5%                | 67.0%                 | 54.6%            |





# Mission College Self Assessment Response

- Improvement Rate for Credit Basic Skills Courses
  - Slight dip and rebound, but below peer group average
- Primary Area of Focus:
  - Basic Skills Committee
  - External Grants (AANAPISI)
  - Re-alignment of assessment testing and adoption of new system



# Mission College Summary Observations

- Overall, indicators show modest improvement
- Focused on areas of concern: persistence, ESL improvement, and basic skills improvement
- Proud of student success in overall student progress and achievement of 30+ units

# Discussion



# ARCC Indicator Definitions

- **Student Progress and Achievement Rate:**  
percentage of students who showed intent to complete who, within 6 years of entry: transferred to a 4 yr college; or earned an AA/AS; or earned a Certificate (18+ units); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status
- **Percentage of Student who Earned at Least 30 Units:** % of first-time students who showed intent to complete and who earned at least 30 units while in the CA community College System
- **Persistence Rate:** % of first-time students with a minimum of six units earned in a Fall terms and who returned an enrolled in the subsequent Fall term anywhere in the system

# ARCC Indicator Definitions

- Annual Successful Course Completion Rate for Credit Vocational Courses: % of students who enrolled in credit vocational courses and were retained to the end of the course with a final course grade of A, B, C, or CR
- Annual successful Course Completion Rate for Credit Basic Skills Courses: % of students who enrolled in credit basic skills courses and were retained to the end of the term (or the end of the course) with a final grade of A, B, C, or CR
- Improvement Rate for Credit ESL Courses: % of students who successfully completed an initial credit ESL course and also successfully completed a higher-level ESL course or college-level English course within three academic years

# ARCC Indicator Definitions

- Improvement Rate for Credit Basic Skills Courses: % of students who successfully completed an initial credit basic skills English or mathematics course (starting at two or more levels below college-level) and also successfully completed a higher-level course in the same discipline within three academic years (*this indicator was not used in the 2007 report due to data coding issues*)